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ABSTRACT

After providing a synthesis of research on the teaching of writing, this booklet offers summaries of writing programs in Washington State. Included are descriptions of (1) the Kettle Falls Secondary Language Arts Project, (2) the Kettle Falls rating scale for student writing, (3) Project WRITE, (4) the Puget Sound Writing Program, (5) the Edmonds Writing Project, (6) the writing curriculum (Writing: A Dialogue for Teaching) of the Bellevue School District, (7) writing across the curriculum at Pasco High School, (8) a staff development program of the Richland School District, and (9) a writing inservice program known as Writing Northwest. The booklet concludes with a description of Title IV-C mini grants on written communications in Washington and a bibliography on written communication. (HOD)

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Oral and Written Communications

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Writing Programs in Washington State

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Under the leadership of Monica Schmidt, Assistant Superintendent, the Oral and Written Communication Task Force held its first meeting in September, 1981. The Task Force wishes to thank members of the original Task Force and the state-wide Task Force Reaction Panel for their valuable contributions, assistance and encouragement.

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FOREWORD

A 1980 statewide study conducted by the Division of Instructional Programs and Services of the office of the Superintendent of Public Instruction identified three critical areas of program emphasis need: "Computer Technology," "Student Discipline and Motivation," and "Oral and Written Communications."

Dr. Monica Schmidt, then Assistant Superintendent of the division, formed a task force for each of the identified areas. Hence, the Oral and Written Communications Task Force emerged chaired by Gloria Prevost, Supervisor of Basic Skills, and William Radcliffe, Jr., Director of Basic Education. Under their leadership, considerable progress was made during the 1981-82 school year including the purchase of publications which are directly related to this publication and which served as the foundation for the publications printed by this office. (See listing of publications on inside of the back cover.)

Mrs. Mona Bailey became the Assistant Superintendent of the division on July 1, 1982. One of her first priorities was to notify her staff on her commitment to the continuing Task Force activities of the division. Further, she appointed Drs. Gary Bloomfield and Les Francis as Co-chairs and Jean Wieman as Section Director to the Oral and Written Communications Task Force to complete the efforts of Gloria Prevost and William Radcliffe, Jr. who left the agency on June 30, 1982.

The fact that oral and written communications remain vital skills in our society cannot be disputed. Even in a highly technological society which is rapidly evolving toward the electronic modes of transmitting communications, the quality of input and output still lies with the oral and written skills of the individual. Communication skills are increasingly critical to the social and economic success of each individual in this age of rapid communications.

A cadre of 10 persons from each Educational Service District has been trained to assist school districts with their communication skills instructional programs. These trained professionals and training materials are available through your ESD Curriculum Director. They are the vital link between the oral and writing skills of the '70s to the newer and more comprehensive programs in the '80s.

A RESEARCH ON THE TEACHING OF WRITING

Persons who are unable to write effectively are deprived of both a valuable instrument for communication and an important means of developing thinking power. For years teachers and students have been taught about the tools of writing through grammar, punctuation, spelling, usage and handwriting, but not about the process of writing.

What is known about the teaching of writing is that writing is a process, and it should be taught the same way. A writer first explores thoughts and feelings about a subject to discover what to say and then communicates those ideas to a particular audience for a particular purpose.

The National Council of Teachers of English defines writing as a "process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse."

The Association for Supervision and Curriculum Development, in a booklet entitled The Writing Process,[1] summarizes what research has disclosed about learning to write in ten statements:

1. The learning climate is enhanced significantly when the total school staff values writing and strives for personal excellence in writing communication.

2. Good teaching fosters good writing, and teachers who practice writing as a craft are likely to be better writing teachers than those who don't.

3. With guided practice, students learn to write by writing.

4. Learning to write takes time--time for students to learn and time for teachers to teach.

5. Writing is neither learned nor practiced as an isolated skill. Strong relationships must be nurtured between writing and other language arts and between writing in the English class and writing in other courses.

[1]Association for Supervision and Curriculum Development, The Writing Process, 1982.

6. Students learn best when they have a genuine purpose for writing. However, they need experiences with all kinds of writing and with a wide variety of audiences.

7. Revision is a continual and crucial part of writing process.

8. Effective communication requires flexibility in the use of language, but in many social and cultural situations students need to be able to produce written work in a standard or edited form of American English.

9. Grammar, when taught to improve writing, should be linked firmly to application.

10. Student writing must be evaluated for such qualities as purpose, appropriateness, clarity, style and substance, as well as for spelling, mechanics, usage and grammar.

In addition, the American Association of School Administrators publication entitled Teaching Writing: Problems and Solutions[2] further contends that "the writing process requires a person to cope with a number of variables:

1. Method of development (narrating, explaining, describing, reporting, persuading).

2. Tone (from very personal to quite formal).

3. Form (from a limerick to a formal letter to a long research report).

4. Purpose (from discovering to expressing personal "business" of everyday life).

5. Possible audiences (oneself, classmates, a teacher).

Learning to write and write increasingly well involves developing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language appropriate to the age of the writer and to the form, purpose, and tone of the message.

"Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world. Thus, writing serves both public and personal needs of students and it warrants the full, generous and continuing effort of all teachers."[3]

[2] Neil, Shirley Boes, Teaching Writing: Problems and Solutions. Educational News Service, A.A.S.A., 1982, p. 20.

[3] Ibid. P.22

KETTLE FALLS SECONDARY LANGUAGE ARTS PROJECT

Cheri Dill

The Kettle Falls Jr.-Sr. High School language arts teachers expressed great concern about the lack of a writing curriculum. They decided to do something to create a positive direction and develop a consistent writing program in the secondary school. The resources for the project came in two forms: financial support was provided through Basic Skills Grant from SPI and subject expertise was provided by Chuck Blondino who was recommended to us by the curriculum people at ESD 101.

The staff reviewed projects from other schools prior to determining the direction for their own. The Writing-Rating Scale was determined to be a top priority. By the identification and definition of the important factors in writing, it became easy to define student expectations and the appropriate grading procedures.

The most important outcomes were: (1) the identification of the writing factors and the consensus process the staff went through, (2) the far greater consistency in grading the scale has provided at all grade levels, (3) the commitment of the staff to this curriculum, and (4) the lines of communication the work on the project has brought about between all staff members. The project can be accomplished with few materials. The teachers' manual which was an end-product can be used as the only resource or other supplementary materials may be used with it.

The curriculum has been implemented one school year (1981-82) and 1982-83 is the revision and renewal year. Several areas have been targeted for revision (a review of the "time-saving" grading process which helps individualize the curriculum and training of two new staff members to the program will take place).

In a rural district where all teachers teach three-four or more different subjects a day, it becomes an easy process to slip back into old processes rather than self-inflict a little stress to bring about the needed change to make the curriculum effective. Because of this project more renewal and intercommunication time for participating staff has been set aside for this revision year. This time is a very critical need to insure continued growth and success of the program.

Project Products:

Student Writing Rating Scale
Teachers Manual

a) Rating scale by factor
b) Student examples of the specific factor being studies
c) Student Learning Objectives
d) Assessment procedures.

Student Learning Activity Packages
to assist with individualization
Instructional Materials
Fan the Deck Cahill & Hrebric
Stack the Deck Cahill & Hrebric
Cut the Deck Cahill & Hrebric
Composition Glutthorn Fleming & McFarland
Value derived by staff from the process of curriculum development:
Consensus
Consistency
Commitment
Communication

RATING SCALE FOR STUDENT WRITING

I. Ideas - 20

(5) Shows depth of thought, awareness of complexity and subtlety of topic
(3) Some depth, complexity and subtlety
(1) Obvious and superficial treatment of topic

****

(5) Central idea neither too narrow nor too general
(3) Central idea too broad or too narrow
(1) Central idea unmanageably broad or insignificant

****

(5) Full and logical support of ideas
(3) Incomplete or not always relevant support
(1) No support

****

(5) Produces a clear effect in the reader
(3) Produces an inconsistant or inappropriate effect
(1) Produces a conflicting, confusing or minimal effect

II. Organization - 15

(5) Carries one central idea throughout the paper
(3) Has one central idea but occasionally loses sight of point
(1) No central idea

****

(5) Effective sequence of ideas
(3) Recognizable but ineffective sequence
(1) Faulty sequence

****

(5) Full paragraph development including clear transitions
(3) Haphazard paragraph development
(1) Paragraphing arbitrary or non-existent

****

(5) Clearly related ideas
(3) Loosely related ideas, clear only by inference
(1) Unrelated ideas

III. Diction (Language) - 15

(5) Uses a variety of words
(3) Occasional awkward repetition
(1) Many awkward repetitions and monotonous tone

****

(5) Precise and accurate word choice
(3) Adequate word choice but not specific
(1) Confusing or inaccurate word choice

****

(5) Uses alive, vivid and colorful language
(3) Appropriate language but lacks impact
(1) Notify next of kin

****

(5) Uses simple, direct, concise language
(3) Uses wordy, inflated or abstract language
(1) Uses extremely vague, pompous, or wordy language

IV. Originality - 10

(5) Finds a fresh way of presenting ideas
(3) Attempts fresh presentation but is inconsistent, contrived, and uses cliches
(1) Ineffective attempt to make the reader see or feel the subject

V. Sentences - 10

(5) Complete
(3) Occasional fragments and run-ons
(1) Frequent fragments and run-ons

****

(5) Clear
(3) Unusually clear
(1) Meaning is obscure

****

(5) Varied, uses several sentence patterns
(3) Some variety in patterns
(1) Repeats only one or two patterns

VI. Usage - 10

(5) Uses correct subject verb and pronoun/antecedent agreement
(3) Usually uses conventional subject/verb and pronoun/antecedent agreement
(1) Makes errors in basic subject/verb and/or pronoun/antecedent agreement

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VI. Usage - 10 (continued)

(5) Uses appropriate verb tense consistently
(3) Usually uses verb tense consistently
(1) Uses inconsistent verb tense

****

(5) Uses adjectives and adverbs appropriately
(3) Usually uses adjectives and adverbs appropriately
(1) Misuses adjectives and adverbs

****

(5) Consistent and appropriate style for the topic
(3) Generally consistent and appropriate style
(1) Shifting or inappropriate style

VII. Spelling - 5

(5) Minimal number of spelling errors
(3) Some errors
(1) Excessive or confusing errors

VIII. Capitalization - 5

(5) Capitalizes sentence beginnings and proper nouns
(3) Usually capitalizes sentence beginnings and proper nouns
(1) Seldom or inconsistently capitalizes

IX. Punctuation - 5

(5) Correctly uses commas, apostrophes, quotation marks, and other forms of punctuation
(3) Usually uses commas, apostrophes, quotations marks and other forms of punctuation correctly
(1) Rare or inconsistent punctuation

X. Final Copy - 5

(5) Well formed and legible handwriting
(3) Poorly formed but readable handwriting
(1) Illegible handwriting

****

(5) Uses format of correct heading, margin, spacing and indentation
(3) Uses format with few errors or word omissions
(1) Format contains many errors and/or word omissions

Directions: There are 10 major topics, each having sub-topics. Rate each sub-topic 1-5 with 1 being low and 5 being high. Average all sub-topics to nearest whole number (1-5). Finally, multiply the average number by the weighted factor.

Sample Check List: Circle appropriate numbers.

						Weighted Factor
Ideas	20	16	12	8	4	(4)
Organization	15	12	9	6	3	(3)
Diction	15	12	9	6	3	(3)
Originality	10	8	6	4	2	(2)
Sentences	10	8	6	4	2	(2)
Usage	10	8	6	4	2	(2)
Spelling	5	4	3	2	1	(1)
Capitalization	5	4	3	2	1	(1)
Punctuation	5	4	3	2	1	(1)
Final Copy	5	4	3	2	1	(1)

Rating Total: _____

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Project Director: Cheri Dill
Consultant: Charles Blondino

Kettle Falls Jr/Sr. High School
Principal, Doug Pederson
Superintendent, Pat Hoban

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PROJECT WRITE

Tanis Knight

Project WRITE exists because parents and educators across the nation are worried about declining student composition skills. Students often write incoherent paragraphs full of run-on sentences, faulty punctuation and jumbled ideas. Often they don't want to write at all. This is a situation which demands an immediate remedy; certainly writing proficiency rivals reading as critical educational priority. Students must be able to read well in order to receive information, but they must also write well if their knowledge is ever to be communicated to others.

Begun in 1979, Project WRITE was funded through Title IV-C and received state validation in 1982. One hundred and seven classrooms in the Camas and Battle Ground School Districts have been involved in the field test of curriculum materials and classroom processes.

Project WRITE seeks to assure high writing standards via a Mastery Learning management system and plenty of writing practice in grades six, seven, and eight. Mastery Learning also provides a scope and sequence and "student size bites" of learning which make it possible for students to feel successful. The goal is to reinforce the basic components of written language proficiency and to arrest a downward trend before it takes a devastating toll in the high school. The project includes the following key components:

*Inservice training for project teachers in areas of mastery learning, the composing process, materials usage

*Sequential composition objectives as a basis for instruction

*Development of new materials and screening of commercial materials

*Use of volunteers and peer tutoring for individualized assistance

*Mastery Learning instruction

Goal - Based Curriculum Development Produces an Effective Tool for Teachers

The Project's approach to instruction is goal-based. At the start of the development phase, a set of sequenced composition objectives was produced through collaboration among teachers and writing experts. These were later distilled to a set of seven broad composition objectives which became the basis of a complete unit of instruction which emphasizes both the process and skills necessary for quality writing.

This skill sequence has since undergone user reviews by the teachers involved in the project, grades six to eight. These teachers examined the sequence for; 1) utility of format; 2) practicality of skills; 3) sequence; 4) flexibility in classroom usage; and 5) interface with existing SLO's. The teachers made constructive suggestions for minor changes in the skill sequence. After three review cycles, the final skill sequence was adopted during the second year.

The Project WRITE skill sequence is listed below. Each component of the sequence has been further task analyzed by teachers and developers to ensure uniformity of instruction.

In their own compositions, students will be able to consistently:

1. write complete sentences.

2. eliminate run-on sentences.

3. use each of the four sentence types correctly. These types include statements, questions, exclamations, and commands.

4. capitalize correctly.

5. apply the three sentence writing skills of expansion, combination, and rearrangement.

6. use appropriate punctuation.

7. compose short narrative, descriptive, or expository papers which demonstrate a strong controlling idea and successfully address audience and purpose.

8. eliminate common usage errors.

* proofread to correct spelling, grammar, and syntactical errors, to assure consistency and accuracy of punctuation, and to check legibility or typing accuracy.

* practice the craft of writing by utilizing pre-writing, drafting, and editing skills which have been encouraged by Project WRITE teachers.

NOTE: Units 1-7 have been developed, field-tested, and revised. These are the units currently used in the project.

Unit 8 is a supplementary unit which has been developed and can be used as a supplement when necessary.

* These two items represent objectives which are interwoven throughout all of the preceding objectives.

The two most important variables which affect mastery of the skills listed are the instructional strategies used by the teachers and also the curriculum materials which were specially designed to compliment that instruction.

These unit packages offer concrete resources with a content directly tailored to the mastery learning instructional approach.

Each unit contains:

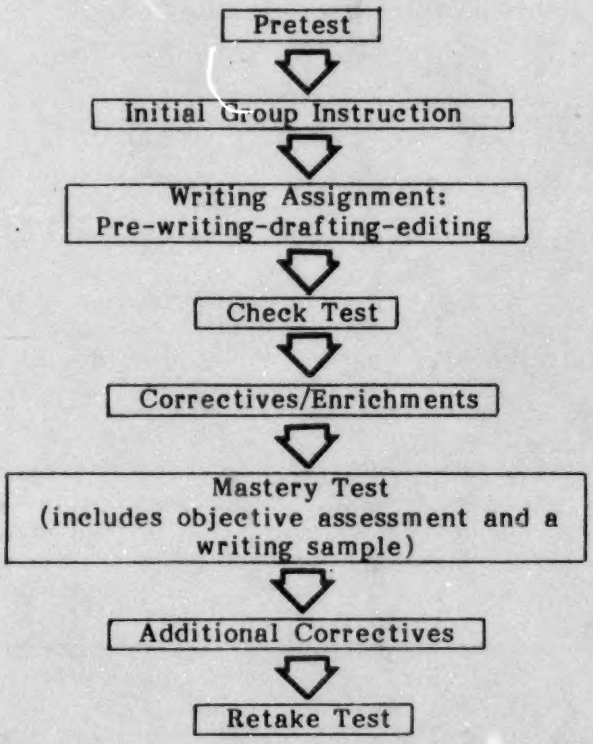
* A suggested plan for instruction
* Resource notes
* The general objective and its sub-objectives
* Teacher notes on possible activities and grouping
* A supplementary materials index
* "The Sheet" which summarizes any style rules covered in the unit
* Unit introduction for students
* Diagnostic pretest
* Supplemental activity sheets
* Check test(s)
* Correctives and extensions
* Writing practice designed to enhance the various stages of writing and to reinforce skills
* Mastery tests (summative)

Though very complete and detailed, these unit guides are just that -- guides. Teachers are expected to teach to the objective of the unit and use the mastery learning approach to instruction. Beyond that they are given flexibility in such matters as the content of daily lesson plans, grouping and the details of pacing. The Project WRITE curriculum is not a highly structured "program" at the level of day-to-day instruction.

Instead, it is an organizer that helps teachers provide effective writing instruction. Teachers use the process and customize the content if they choose to do so. (Although the content can be used with little or no alteration.)

Instructional Management Focuses on Excellence in Learning for Every Student

The project designers selected Mastery Learning as the framework within which students would be taught the writing curriculum. Mastery learning is a philosophy that holds that given adequate time and high quality instruction nearly all students can learn nearly all of the things taught in school. The approach to mastery learning used in the project is a group-based form and is an application advanced in theory by Benjamin Bloom and in practice by James Block. The general path of a student through any unit would look like this:



Here are some highlights of the instructional process as used in the project:

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PRETEST The pretest is used mostly for program evaluation purposes. Usually, few students meet criteria on pretests. In cases where a student does pass the test, his/her teacher either has the student participate in the unit as a means of strengthening skills or routes the student to independent study that is also related to writing.

INITIAL INSTRUCTION This is whole group instruction delivered and paced by the teacher. Curriculum materials are provided which can be used for this phase.

WRITING ASSIGNMENT After sufficient development of the target skills in the unit, a writing assignment is given that requires application of the new skills. These assignments are quite structured and take the student through prewriting exercises and multiple drafts of written material. Students proofread their own and others' draft work. Grading criteria are explicit--students are told exactly what skills they are accountable for. Teachers grade the papers using the criteria and a point system.

CHECK TEST After initial instruction and completion of the writing assignment, students take a check test. This is an objective test covering the outcomes of the unit. It is not used for grading purposes. Students correct their own work under the supervision of the teacher. For those who don't meet criterion levels, corrective exercises keyed to incorrect responses are provided. For those who do, extension (enrichment) exercises are prescribed. The period of work on correctives or extensions is usually two days. Corrective instruction is expected to be different from initial instruction in format or mode of presentation.

Parents, working as volunteers in the classroom play an important role in this phase of instruction. Students are grouped, and each group is supervised by either a teacher or a parent volunteer. The intent is to make this period of corrective instruction intense and as effective as possible. Volunteers report daily to lead teachers concerning student progress in their groups. The project has developed a handbook which describes ways of using volunteers effectively.

MASTERY TEST The mastery test usually has an objective portion aimed at assessing proficiency with writing mechanics or usage and a part requiring the student to generate a writing sample. The results of this test are used in calculating the students' unit grades. Criterion performance is a score of 90% or more.

RETAKES Students who don't meet the criterion have the option to retake the mastery test at the teacher's discretion. Retakes are usually preceded by one day's work on correctives. The retake test is a second form of the mastery test. The intent is to raise the student's score to at least the 80% level.

Each unit takes about six weeks to complete. The ten units are distributed across all three grades, with most in the sixth grade. Teachers in each of the pilot buildings developed integrated instructional schedules so students advanced fairly uniformly through the year and the units. Student performance in writing is reported to parents as a letter grade.

Exceptional effort is made to give students good information about their progress and to provide positive reinforcement for good performance. At the start of the year, teachers place a large chart at the front of the room that shows the skills to be developed during the year. As each unit is completed, the appropriate segment on the chart is colored. Another chart posted in the classroom lists each student in a matrix with the writing objectives. Each student's progress is tracked on this chart.

Several strategies are used to provide reinforcement for writing in addition to teacher use of oral praise and positive written comments on papers.

SUMMARY

The project's evaluation shows statistically significant gains both in terms of project criteria and national writing norms. Eighty to eighty-five percent of students have been receiving As or B's across all the writing units in which they have participated. In addition, essays from project students were holistically rated by independent teams of readers. These papers showed dramatic pre-post test gains and were also superior to those of control group students.

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PUGET SOUND WRITING PROGRAM

Anne R. Gere

When citizens and professionals alike acknowledge that students do not write as well as they might, several courses of action emerge. One alternative is to provide training for teachers of writing, and the Puget Sound Writing Program represents a model with national as well as local success in training writing instructors from elementary through senior high school.

The Puget Sound Writing Program began in 1978 with a grant from the National Endowment for the Humanities through the Bay Area Writing Project (BAWP). It is modeled after the Bay Area Project as an inservice training program for composition teachers but has expended its services somewhat beyond this model. As is BAWP, the Puget Sound Writing Program is directed by four major premises:

1) that writing teachers should themselves write

2) that classroom teachers can be the most effective instructors of other teachers

3) that as a group classroom teachers represent a sizeable fund of exemplary classroom practices

4) that teachers of composition should be familiar with current research and scholarship in the field.

The first training program based on these premises began in the summer of 1978 with a five week workshop. Teachers wrote regularly, and shared their writing in meetings of "writing groups." They became familiar with current thinking in the field through a library. And each participant gave a presentation, demonstrating methods and materials he or she had found effective in teaching composition.

During the school year following the workshop, participants met monthly to share their experiences with techniques developed from the summer's work. They, and their districts, were also encouraged to plan and conduct inservice training activities for other teachers.

The chief goal of this first program was to acquaint teachers with exemplary teaching methods, with current thinking on the teaching of composition, and with the writing process itself. A second goal was for participating teachers to share their learning with colleagues within the school district, and to this end paricipating teachers designed workshops, made presentations at faculty meetings, helped teach inservice courses, and offered one-to-one consultations to their colleagues.

In the process of accomplishing this second goal, some participating teachers moved beyond the initial expectations of PSWP and helped shape writing programs within school districts. For example, the Edmonds School District, through the efforts of staff training specialist Janice Johnson, sent four teachers to the second summer workshop at the UW. One of these four, Roy Hughes, returned the next fall to write a Title IV-C proposal for

was based on a theory of composition instruction developed during the PSWP summer workshop, and was to use material presented by workshop teachers, augmented by material to be written by Hughes. The project was funded and began in the Fall of 1980, at Oak Heights Elementary, where Janice Johnson had just been assigned as principal. Seeds sown by the Puget Sound Writing Program in 1978 continue to bear fruit through the efforts of individuals such as Hughes and Johnson, who have worked to implement approaches to composition instruction developed in PSWP's summer workshops.

During its first three years, PSWP relied upon individual initiative of teachers and administrators in school districts to insure that training provided in the summer workshop reached other teachers in the district. As the Edmonds example illustrates, this policy often had very positive results. However, in 1981 PSWP began to link teacher training in summer workshops more directly to inservice programs in participating schools. Accordingly, the current arrangement is that each teacher who participates in the summer workshop is required to offer a one-credit course in the school district during the following academic year. In cases where districts sponsor more than one teacher, the course may carry two or three credits. In all cases UW Extension credit is given for PSWP courses, and PSWP Staff supervise both the design and implementation of each course.

Teachers admitted to PSWP, come to the summer workshop committed to planning and conducting workshops for district colleagues. Preparation in giving presentations, organizing workshop sessions, scheduling guest speakers and selecting course content, is an integral part of the Puget Sound Writing Program. Districts pay a relatively small fee to help defray the cost of these workshops and, in turn, the program pays participants a small gratuity in return for their services as course instructors. They also have the option of receiving up to ten graduate credits from the UW for their participation.

In all its work, the Puget Sound Writing Program has stressed the development of individuals rather than of standardized instructional material. This should not, however, be taken to mean that material is slighted. After five summer workshops, program files bulge with handouts and worksheets and procedures for classroom writing activities. But the program has always held to the belief that the most important factor in effective composition instruction is a teacher who has personal familiarity with the act of writing, a strong sense of the value of writing, and the ability to adapt a great variety of instructional material to classroom use. Teachers in the summer workshop come to understand certain general principles of good teaching: that students need to write regularly and often, that they need to learn to revise, that teachers need to play an active role in preparing students to write, that student writing should reach a wider audience than the teacher's grade book. Given these principles, and the wealth of ideas and activities shared during the summer workshops, dedicated teachers are capable not only of working effectively with their own students, but of training other teachers to do so as well.

Teachers or administrators interested in learning more about the Puget Sound Writing Program may write Professor Anne R. Gere, Director, PSWP, Department of English, GN-30, University of Washington, Seattle, Washington 98185 or call (206) 543-7982.

THE EDMONDS WRITING PROJECT

Roy Hughes

"Integrating writing into content areas; K-6" took form in the Edmonds School District in 1980 as a proposal for a title IV-C developmental grant. The purpose of the proposal was to obtain funding to develop a program of written composition for the elementary school which would integrate the teaching of a process of writing into language and content area curricula. Title IV-C has met its demise but the Edmonds Writing Project enters its third year expanded from one project school to eight. The focus of the project has shifted through evolution but the process approach to teaching written composition has remained.

Impetus for generating the original Title IVC proposal grew from the experiences of Janice Johnson, an Edmonds administrator, and Roy Hughes, a district teacher, during a 1979 Puget Sound Writing Program summer institute. Supported by the efforts of Johnson, Dr. Robert Ledford, Edmonds' Assistant Superintendent for Curriculum and Instruction, and Dean Hillhouse of the Federal Programs Office, Hughes drafted a proposal which envisioned providing a comprehensive teaching-of-writing inservice program for the staff of a target K-6 elementary school. Subsequent development of a composition curriculum based on content area subject matter was to follow the inservice sessions. With the funding of the proposal an experimental school, Oak Heights Elementary, was selected and staff inservice was begun in the fall of 1980.

Teacher inservice consisted of two segments; first a comprehensive series of writing workshops, followed by weekly sessions of follow up and curriculum development. One full-day and six half-day inservice sessions were attended by mixed grade-level groups of teachers. During these sessions the teachers became familiar with steps in the process of writing through participating in writing activities themselves. After the workshop sessions concluded, teachers met at grade level for forty minutes weekly to discuss writing activities used the previous week and to develop plans for the coming week. During the year many activities were devised, used, evaluated, and modified both for language and in content areas subjects. Data collected from Oak Heights and a control school suggested that the program was having a positive effect on the fourth, fifth, and sixth grade Oak Heights students who provided writing samples.

A proposal was made to continue the program for a second year to move into the development of a comprehensive writing curriculum for grades four through six. The focus of the project shifted somewhat the second year due to limited resources and because primary teachers seemed to be able to inject much of the process philosophy and practice into their classrooms without a formal curriculum. Concentrating on writing activities which taught a process approach of writing to students in language areas and later developing similar activities in content areas seemed most effective.

Because of a narrowed focus and re-funding for year two, it was possible for Hughes, with the aid of Oak Heights intermediate teachers, to develop and field test thirty curricular writing units for grades four through six. These units are designed to instill in students an understanding for processes of writing. This goal is accomplished through a set of recurring

writing activities, which appear at the same place in each unit, and thematic writing units which move students through prewriting, selection, and drafting steps at the beginning of the unit to editing, revising, proofreading, and publishing as the unit progresses.

Since students seem best able to express their own experiences, and because of the strong correlation between student self-concept and academic achievement, a theme of "self" threads through the curricular units. Autobiographically based activities provide, or draw on, student experiences which produce rich prewriting material. From these student-centered composition activities a sense of "real-life" writing, having audience and purpose, develops within students. Students instilled with this philosophy of writing produced longer and higher rated pieces of writing during the second year of the program than students in traditional grammar-oriented classes. Observations of students involved in processes of writing indicated that such students presented a positive attitude toward writing as well.

Completion of a process-oriented writing curriculum for the intermediate grades was accomplished by the end of year two. A third year Title IV-C proposal to move the program to a new site was prohibited by the termination of IV-C developmental funding. Fortunately, the Edmonds district was able to allocate sufficient "block grant" funds to install the program in eight of the district's elementary schools during the 1982-83 school year. An initial full-day inservice was conducted for fourth, fifth, and sixth grade teachers of the eight schools by Hughes and teachers who had aided in the program development at Oak Heights. The intermediate teachers returned to their classrooms with Teacher Handbooks and Student Handbooks to begin teaching the processes of writing to their students. During the year these teachers at each grade level will meet at three half-day sessions to review the units they have used and to preview upcoming units.

The successes of the Edmonds Writing Project can be attributed to several factors. First, writing is taught as a real-life activity which includes a consideration of process, audience, and purpose. Second, writing is seen as a vehicle for communication and thinking in content areas subjects as well as in areas related to language instruction. Third, a comprehensive, activity-oriented inservice for teachers is provided and followed up by an adequate number of review sessions. Fourth, an on-call writing program specialist is available to model, troubleshoot, and reinforce program elements for project teachers.

The Edmonds Writing Project Specialist, Roy Hughes, may be contacted for further information about this program. Write to Seaview Heights Elementary School, 8426 188th S.W., Edmonds, Washington 98020, or call (206) 771-4340.

"WRITING: A DIALOGUE FOR TEACHING"

Sharon Cruikshank

Teachers in the South Zone of the Bellevue School District feel that a cooperative effort in curriculum can measureably improve instructional skill and student writing skill. This conclusion has slowly evolved from a great deal of mutual effort from teachers at all grade levels and with help from supportive administrators.

The history of this writing project begins six years ago when Newport High, Rindgall Junior High, and Tyee Junior High teachers began meeting on a casual basis (wine, cheese, and crackers) to get to know each other better socially and professionally. The usual common complaints and conquests were aired at first, but finally, conversation touched a new dimension; a good number of teachers at both levels agreed that they shared concerns about writing instruction that could better be solved by working together.

At the same time Newport had dramatically changed its writing program for entering sophomores, and the teachers felt they were obtaining measurable improvement from their students. Based on these results plus a need to "talk," more formal interaction with the feeder junior high schools was sought by teachers who cared about scope and sequence across the various grade levels. The District granted them released time to observe one another on different campuses - a giant first step. Junior high language arts teachers observed sophomore writing classes every morning for a week, and senior high teachers observed at least one junior high teacher. Communication reached a new, goal-oriented level. Teachers could clearly articulate what their colleagues were teaching in other classrooms and buildings.

This sharing grew during the summer when many of these same teachers participated in the Bellevue District Writing Competency program. Together they studied methods of evaluation, graded papers, and analyzed why they gave the grades they did. Finally by the 1980-81 school year, the secondary school teachers felt secure, wise and ready - for the elementary teachers! They wanted to expand communication with the feeder grade schools - Lake Heights, Newport Hills, Eastgate, Somerset, and Sunset. The District again granted released time, and writing teachers from grades 5 through 11 met in a teacher training course subsidized by the District. Together they carved out a writing program which covered these grade levels. It was a project of impressive dimensions; 15 writing teachers reached agreement on curriculum and promised to implement it in their buildings. Also, it was an exercise in simplicity, using an economy of words, designed to help teachers whose field was not in language arts but who found themselves assigned to writing classes.

At the conclusion of many hours of discussion, these teachers agreed that their efforts should be written into a booklet about writing instruction. Upon our request, the District once more agreed to grant extended contracts to four teachers to write the curriculum in booklet form for teachers of grades 5-11. This was accomplished last summer, the book titled "Writing: A Dialogue for Teaching."

Early in the fall all of the language arts teachers in the zone met in a two-hour, after school inservice to hear about the results rapidly evolving among the elementary and secondary schools. Each received a copy of the booklet and exchanged ideas with teachers from other buildings. The dialogue grew to involve more and more people.

The idea that dialogue among teachers creates strong instruction has been the foundation and energy of this whole project. It also influenced the organization of the booklet in this way; goals are described in dialogues. For instance, the sixth grade teacher describes to the fifth grade teacher certain expectations: "This is what I want my entering writing students to look like when they enter my class in the fall. This is what I want them to be able to do." This in effect sets the learning objectives for the fifth grade. These objectives, incidentally, do not represent minimum standards but some reasonably high expectations per grade level.

Other dimensions to this program still need attention, but they remain a matter of funding rather than of energy or interest. As obvious in the project's history, the District has stepped forward several times when released time became cruicial. Because teachers now want input and curriculum from grades K through 4 to add to the dialogue and to the booklet, it is likely that help will be given if financially available.

The schools in this zone will have many chances for further articulation in one year when they will pilot the District's conversion to four-year high schools and middle schools. The zone's writing teachers feel that they have taken a firm step forward already in their careful crafting of shared goals, curriculum, and camaraderie.

Those interested in more information about this curriculum project or the booklet should contact Sharon Cruikshank, Newport High School, 4333-128th Avenue S.E., Bellevue, Washington 98006, or at (206) 455-6136.

WRITING ACROSS THE CURRICULUM AT PASCO HIGH SCHOOL

Stanley J. Zehm

Pasco High School has received a lot of deserved attention recently for the excellent effort its administrators, teachers, and students have been putting into their writing across the curriculum program. This effort has paid dividends exceeding the expectations of these professionals who had to retool themselves to improve their own writing and to learn to teach writing in their respective content area classes. The primary benefit of significantly increased student writing skills has made the program successful for this reason alone. There have been, however, many other positive results of this program, but before we share them with you, we'd like to describe for you how this program started and how it is organized.

The Roots of the Pasco High School Writing Program

Pasco High School's writing across the curriculum program began in earnest two years ago under the direction and inspiration of Garnet "Ray" Reynolds, Vice-Principal of Pasco High. A trainee of the Washington State University-National Endowment for the Humanities Writing Project, Ray envisioned a program where writing would be taken out of the exclusive domain of the English class and made a tool for learning and thinking in all classes. He was convinced that Pasco High School could promote student writing growth by making writing useful within each discipline.

Challenged by this interesting possibility, Ray shared his ideas with the Pasco High School teachers. He convinced many of the teachers of the utility of writing in the content areas by going into their classrooms and demonstrating how writing could be a useful tool for reinforcing learning no matter what the specific subject area was.

Ray secured the assistance of Thomas Barton and Stanley Zehm of the WSU-NEH Writing Project in providing additional inservice training in the teaching of written expression for his faculty. He also instituted a "Buddy System" in which content area teachers were paired with language arts teachers; these collaborative pairings helped the content area teachers develop strategies for teaching and evaluating student writing within their respective disciplines.

Structure of the Program

The Pasco Writing Across the Curriculum program is structured to promote student's writing fluency in all classes. Because students are writing more, are writing more frequently, and are receiving more feedback about their writing, they are overcoming writing anxiety, a major obstacle to the development of writing skills. A direct result of reduced writing anxiety for students at Pasco High School is a significant increase in their expressive fluency. Every teacher assigns a minimum of three writing assignments each quarter. Students also complete a variety of additional writing tasks. They write personal journals, develop learning logs, compose hypotheses, and write letters of introduction, commendation, and

complaint. They write descriptions of mathematical concepts and procedures and prepare technical papers detailing a process, engineering design, or a scientific investigation. In art, driver's education, P.E., and vocational courses they write up detailed "How to" instructions.

Student papers are not merely written, proofread, and handed in to teachers; they are revised as many times as necessary to provide adequate development of the paper's content and structure. Attention is given to editing out extraneous material. Peer editing groups are used by many teachers to provide students with an additional audience for student writing. This student audience provides feedback to student authors about what works and doesn't work in their writing, and gives them suggestions for further revision and editing.

Teachers in the content areas evaluate, not only the finished product in terms of the content and correctness of the writing, but they also evaluate the writing process used by students in conceiving, organizing, developing, and elaborating their ideas. A simplified format for evaluating student writing was developed to help teachers provide consistent and comprehensive evaluation of student writing.

Benefits of the Pasco Program

The Writing across the Curriculum program at Pasco High has given birth to many anticipated and unanticipated benefits. The primary benefit has been received by students themselves. In the beginning many students greeted writing tasks in the content areas with varying degrees of contempt. Student complaints such as, "Hey man, this ain't English; we ain't spozed to be writen' in this class," expressed the violated expectations of students who were asked to write in workshop or science classes. Student's attitudes toward the utility of writing in their content classes have now changed radically. At present, they come prepared with paper and pencils, expecting to write daily in all their classes.

This change in attitude, coupled with daily directed instruction and practice in all their classes, has improved their writing. What evidence do we have of this? Plenty. First, just look at their writing; there's more of it and the quality is unmistakable. Second, ask the students, they'll testify to the benefits of the Writing Across the Curriculum program. They're proud of their writing.

There's more to be proud about. Last year Pasco High's student writers took first, second, third, and fourth place awards in the technical writing contest sponsored by the Society for Technical Communications. Moreover, this year the Pasco High students gained almost two years above the national norms on the California Test of Basic Skills. This gain can be largely attributed to the success of the writing program since no other curriculum change was made during that time.

Another benefit of the Pasco writing program can be observed in the teachers. Many of them have discovered in writing a new tool for teaching and learning in their respective disciplines, a way that involves students as active thinkers and doers, rather than as passive, inert regurgitators. This discovery, in turn, has engendered a new enthusiasm for teaching and learning in many teachers, a number of whom were suffering advanced cases

of teacher "burn-out" and/or "rust-out". This enthusiasm is not the effervescent, "Here-today-gone-tomorrow" kind, but a genuine, professional enthusiasm, the kind that needs to be shared.

Already Ray and many of his teachers have provided workshops for teachers and administrators all over the Northwest. The following list of Pasco personnel can provide you with more information about the Pasco writing across the curriculum project. Ask them for assistance; you'll find them eager to help!

Writing Across the Curriculum Resources

At Pasco High School
(10th and Henry, Pasco, WA 99301, Phone: (509) 547-5581)

1. Writing Across the Curriculum

   -Ray Reynolds
   -Don Matson

2. Writing in Wood and Metal Shop

   -John Moffitt
   -Marv Schadler

3. Writing in the English Class

   -Darlene LaPierre
   -James Brown
   -Dave McDonald

4. Writing in Science

   -John Mauch

5. Writing in Home & Family Class

   -Shirley Frare

6. Writing in Auto Shop

   -Scott Salisbury

7. Writing in the Business Class

   -Don Matson
   -Donna Hubbard

8. Writing in P.E.

   -Scott O'Farrell

9. Writing in the Social Studies

   -Clair Foley

10. Writing in Mathematics

At Washington State University
(Pullman, WA 99164)

-Professor Thomas Barton (509) 335-3022
Department of English

At Richland School District

-Stanley Zehm (509) 946-6106

WRITING FROM THE INSIDE OUT

Martha Swedlund

You can't teach what you can't do . . . . .

The above statement sums up the thrust behind a staff development program in Richland, Washington, where five classroom teachers work to help other teachers become more effective teachers of writing by asking them to first write themselves.

A two year NEH/WSU Writing in the Humanities project involving 26 teachers and administrators from the Tri-cities area prompted five Richland participants to propose a similar program for the Richland School District. A supportive Al Vandenberg, assistant superintendent, seeing the need for such a program, came up with released time for the five teacher/consultants during the school year as well as compensation for summer planning. The total cost to the district equaled approximately one teacher's annual salary plus expenses for materials.

To date two beginning and two advanced classes have been offered secondary language arts teachers. Elementary teachers have comprised three beginning and one advanced or phase two courses.

What is the significance of Writing From The Inside Out? The title comes from an anology proposed by Ken Macrorie, author of Searching Writing. Good writing comes from the inside and merges into the writer's knowledge of the world. A writer must learn how to connect what he knows with who he is and must learn to write for audiences seeking similar connections. Thus, a moebius strip, which connects inside and outside surfaces, is a visual representation of the class title.

The Writing From The Inside Out classes operate from a simple premise. If we learn to read by reading, then we ought to learn to write by writing. In too many classrooms students are not given writing experiences; they are asked to underline subjects and verbs. They are not taught how to write; they are told to turn in their papers on Friday. But who can fault teachers who have had no other experience themselves, who were never taught how to write either, much less how to teach writing. Practicing what they'll use when teaching their students. Pre-writing activities, writing, revising, and publishing -- all stages in the process -- are practiced and discussed. Class writing assignments are designed so that they can, with slight modification, be taken right into their own classrooms.

Surprisingly, the structure and content of elementary and secondary classes are not all that different. All classes have key things in common: an emphasis on teacher as writer, the importance of writing process, the publishing or sharing in class of writing, and the application of the principles learned to classroom situations. Just as secondary teachers need to provide opportunities for their students to write expressively,

elementary teachers are encouraged to teach expository writing to their students. Most importantly, students need to write, write, write -- for a variety of situations and audiences.

> "I get a feeling that many people don't expect much from younger students when it comes to writing. . . . "

What effect have these classes had on the district's students and teachers? One elementary teacher commented, "I get the feeling that many people don't expect much from younger students (first and second grades) when it comes to writing. I've learned they're capable of much more." Teachers report success stories with enthusiasm: second and third graders who edit one another's papers with insight; high school students who instead of struggling to come up with one topic for a writing assignment can now choose among a number of topics because their pre-writing has produced so many possibilities. Not only do teachers feel good about the quantity and quality of their students' writing, they feel good about their own.

> "More teachers should be exposed to this process . . . I will certainly tell others about it."

The word of mouth popularity enjoyed by Writing From The Inside Out has attracted language arts and elementary teachers from nearby districts as well as from Richland. "More teachers should be exposed to this process," said one gratified teacher. "I will certainly tell others about it." Because they believe that writing is a powerful means of learning, the consultants are presently broadening the scope of the original project and will offer classes in writing across the curriculum beginning in the fall of 1982.

Writing From The Inside Out - What We Have to Offer

A series of in-service classes or workshops:
1. Writing Across the Curriculum for Secondary Teachers
2. Beginning and Phase Two Classes for Elementary Teachers
3. Beginning and Phase Two Classes for Secondary Language Arts Teachers

Classes are designed to take 30 hours each and are taught by a team of two. For information contact Martha Swedlund, Hanford Secondary, Richland, Washington 99352, (509) 946-5879.

WRITING NORTHWEST

James W. Sabol

Filling out a survey is not most people's idea of a favorite activity. Yet the results of Seattle Pacific University's 1978 survey of teachers, principals, and curriculum leaders from eastern, central, and western parts of the state have led to one of the most far-reaching inservice programs in basic composition skills ever offered in Washington State. What did the survey reveal as most asked-for features in a writing inservice program? Here are the top fifteen requests:

Don't give us clever recipes and tiny band-aids; we need a systematic and sequential program of core skills.

Come to us; don't make us come to you.

Make it work for first grade as well as twelfth.

Make it work for our ESL, our LD, our special education students.

Train entire faculties; expecting one person's expertise to rub off on the rest of the staff is unrealistic.

Involve building principals. The responsibility for instructional leadership and for teacher evaluation means that principals must at least be aware of the program. But don't take too much of their time.

Reach across the curriculum to writing skills in history, reading, math, and science; even in art, shop, and health education.

Give us something that can be articulated from grade to grade, from building to building; something that accommodates rapid student turnover, in-district transfers, and school closures.

Relate writing content to effective instructional practice (I.T.I.P.) so that we have good teaching as well as good material.

Improve the writing skills of teachers, too.

Whatever you give us, make sure that parents can understand it, respect it, and follow their children's progress within it.

Bring some peace to the raging battleground where the apostles of grammar wage combat with the disciples of creativity, and students are the losers.

Regenerate some enthusiasm for writing; do something about the stomach-wrenching fear that both children and adults feel toward writing.

Don't cut and run. Leave us with a person trained to maintain the momentum of the program, a person who can pass the training on to someone we may hire a year from now.

Finally, give us proof that the training really works to improve the skills of our students. Prove it objectively and measureably.

Seattle Pacific University began in the fall of 1978 to create a writing inservice program to satisfy as many of these demands as possible. Design work took three months; the result was Writing Northwest.

In operation just five months of the school calendar in its first year, the program trained 217 teachers, principals, curriculum specialists, and parents in three school districts. In its second year, 1980-81, the program served 1,106 persons in twenty-one school districts in five states. The program has grown from one instructor to eight (selected from outstandingly successful participants), and has reached from Seattle to Los Angeles, from Washington State to Illinois. The Washington Education Association sponsored the introductory course for two summers in multiple locations around the state as one "most asked for" by teachers.

The phenomenal growth of Writing Northwest is perhaps owing to a fundamental recognition that the demands of the survey respondents cannot be met by a single workshop or course, no matter how comprehensive. There is simply too much involved in teaching writing competently. In its basic format, Writing Northwest offers three courses of increasing depth that may, as a set, require a year to complete. (There are advanced courses beyond the basic set.) An introductory three-day class identifies the basic skills of writing and acquaints participants with activities and methods successful teachers have used to teach these skills, and begins to develop the participants' ability to create their own effective lessons. Two practicum courses of nine weeks each involve teachers in the design, practice, sharing, and evaluation of classroom lessons step by step, week by week while developing their own writing skills as models for their own students. For up to eighteen weeks, a given piece of student writing might be read and responded to by other children in classroom editing groups, the children's teacher, other teachers in the course, and the Writing Northwest instructor.

Creativity as well as basics, reports as well as poems, proofreading as well as drafting are emphasized in both practicum courses with directions, illustrations, and models that are as clear to reading teachers as to shop teachers. Teacher ability to comment productively on student writing and a systematic process for developing students' ability to work in peer editing groups are also major skills that participants develop.

Although the basic courses must be taken in sequence, no participant is ever asked to commit to more than one course at a time. All of the basic courses take place during the school year in host school districts in order to work with and have an immediate effect upon students. Class schedules are not typically "announced" by SPU, but are arranged individually for the convenience of the participants and school district.

The experience of the Clover Park School District provides a ready example of the program in action. As recommended by the district's principals, Clover Park allocated a major portion of its staff development budget for the comprehensive training of its teaching and administrative staff for as long as it takes to complete the task. Beginning with the K-6 group in fall, 1981, 137 Clover Park teachers, their principals, and curriculum specialist began the introductory course in two large groups of 79 and 58 persons. In subsequent groups of 30 or less for individualized attention, the starter group has systematically worked its way through practicum courses with gratifying results in the district's classrooms. At a school board progress report, teachers filled the board room with dozens of colorful as well as competent displays of student writing.

In mid-1982, Clover Park experienced a failed levy election, one of several districts in the area to suffer that misfortune in the recessionary cutback mood of that year. But, because of the demonstrated effectiveness of the Writing Northwest training in Clover Park schoolrooms, district officials elected to continue the allocation of scarce funds toward support of the program through 1983, launching new groups in the introductory course while continuing the advanced training already begun with the first groups.

Port Angeles is another urban school system with experience in the district-wide training of staff for maximum continuity. Most K-6 and virtually all of the secondary English teachers have been trained in the basic courses. District student learning objectives have been strengthened to reflect the demands and processes of competent writing. Social studies, art and math teachers have also been involved in the training, and have discovered that writing works in important ways in their classes, too.

Writing Northwest serves small groups of people and small districts as well as large. Connell (with Othello, Warden, and Royal City) is a rural district in which teachers have petitioned the school board for a continuance of training courses until everyone has been included, K-12, across the curriculum.

Teachers of children with special needs have also found that Writing Northwest can provide help. In the Northshore School District, teachers of children with communication disorders have used methods learned in the program to help their children make progress in language skills. In the same vein, ESL and reading disabilities lab teachers in Bellevue have found that the program, with its systematic skill-development, results in gratifying progress for their students.

Writing Northwest pays attention to the specifics of effective evaluation as well as instruction and content. The principal and entire staff of McLane Elementary School in Olympia used their training in an advanced holistic scoring class to focus their school-wide efforts to establish grade by grade writing "rangefinders" as graphic illustrations of the SLO's being rewritten to reflect the core of writing competencies.

For interested school districts, Writing Northwest provided pre and post test services to measure the effectiveness of inservice dollars spent on teacher training. Results so far have demonstrated statistically significant gains for students at every grade affected by the Writing Northwest program. In Bellevue, using that district's high school

graduation writing competency test, 66 junior high school students in three buildings averaged two items of mastery on the district's ten-item competency scale, then moved to mastery of seven of ten on the post test--after ten week's practice in the classes of their Writing Northwest-trained teachers.

In University Place School District near Tacoma, a group of intermediate-grade special education students improved their scores on a 5.0 perfect California proficiency examination (evaluating actual writing samples) from a median score of 1.89 to a median score of 2.56 in less than a year's time. In Port Angeles, using another examination involving actual writing samples with a 10.0 perfect grading scale, 487 students whose teachers were involved in the Writing Northwest program and who were fairly evenly distributed K-12, improved their scores by an average margin of 2.22 points more than the 318 students in a not-yet-involved control group.

Writing Northwest has not yet achieved everything asked on the 1978 survey of a writing inservice program. But Writing Northwest does get kids writing, keeps them at it, and improves their skill sometimes spectacularly, sometimes less so, but nearly always steadily.

As one teacher summed it up, "I certainly learned how to teach my students to write and how to communicate reports of their progress to parents. That much I had expected (or hoped for), but what really surprised me was my own developing skill as a writer, the enthusiasm of my students, and the improvement in my overall ability to teach. I wish every teacher in the state could take this course."

This quarter, Writing Northwest is conducting seven introductory, and five practicum courses in Shoreline, Kent, Bellevue, Clover Park, North Franklin, and Highline districts, as well as in Pleasant Valley, Iowa; Springfield, Oregon; and the San Francisco Bay Area. We would welcome the opportunity to come to your school and to your students.

For more information or just ask, "When's the next survey?" please call or write:

James W. Sabol, Director
WRITING NORTHWEST
Office of Continuing Studies
Seattle Pacific University
Seattle, Washington 98119
(206) 281-2121 or 455-6028

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TITLE IV-C MINI GRANTS

NAME: THE ADNA ALL STAR

Contact Person — Katherine Anderson
Adna Elementary School
Adna School District
Adna, Washington 98522
(206) 748-7029

Identifier — ESD 113

Curricular Area(s) — Language Arts

Target Audience(s) — Grades 5 and 6

Overview:

Students have actual experience in the publication of informational material (school activities, educational games, idea sharing) for the community. The students have developed and increased skills in the areas of writing, judgment, listening, scheduling and planning.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $972.95 for 61 students.

TITLE IV-C MINI GRANTS

NAME: BOOKS BY KIDS

Contact Person
Marilyn Edwards
Lincoln Elementary School
Toppenish School District
309 N. Alder
Toppenish, Washington 98948
(509) 865-4555

Identifier: ESD 105

Curricular Area(s): Language Arts

Target Audience(s): Grades K and 1

Overview:

Using the language experience approach, instruction was provided to strengthen the areas of language and auditory development. The language experience approach is based on the interrelationships of listening, speaking, writing and reading. The project capitalizes on the children's background of experience in developing instructional materials which are relevant to the child's cultural environment and ethnic background. Using the typewriter and other materials, children were motivated to write their own stories. The tangible result was a "hands on" school library of "Books By Kids" in the regular library.

Services Available/Costs

Information about project available by calling contact persons.

Materials Available.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1023 for 413 students.

TITLE IV-C MINI GRANTS

NAME: CAMERA + KIDS = LEARNING!

Contact Person
Pam Boldrin
Apollo Elementary School
Issaquah School District
22211 S.E. 72nd Street
Issaquah, Washington 98027
(206) 255-7800

Identifier: ESD 121

Curricular Area(s): Language Arts
Special Education

Target Audience(s): Grades 3 and 4.

Overview:

Special education students participate in creating their own language arts curriculum, to increase their oral curriculum, to increase their oral and written language skills and experience activities that contribute to their positive self-concept and awareness of their environment. The students gain experience in basic picture taking and create "books" (picture albums) as a part of this activity.

Services Available/Costs

Information about project by calling contact person.

(Procedures, formats, lesson plans, and teaching strategies for this project are compiled and available upon request to schools within the ESD 121 service area.)

Funding Source(s)

Title IV-C Minigrant (1981-1982) $700 for 20 students.

TITLE IV-C MINI GRANTS

NAME: "HEY, MOM!! I'M AN AUTHOR!!!"

Contact Person: Carol Olsen
Hillcrest Elementary School
Lake Stevens School District
Lake Stevens, Washington 98258
(206) 334-4026

Identifier: ESD 189

Curricular Area(s): Language Arts

Target Audience(s): Grade 1

Overview:

First grade students create their own books, with their own words, at their own levels. The outcomes of this project are a collection of student publications; increased oral language and artistic and reading abilities; a new instructional tool for first grade teachers to use in art, reading and language arts; and increased parent involvment with school---and first graders with smiles on their faces as they experience success at school, home and among their classmates.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $859 for 33 students.

TITLE IV-C MINI GRANTS

NAME: HIKERS, BIKERS AND WAYFARERS GUIDE

Contact Person
Don Palmer
Nellie S. Milton Elementary School
Orcas Island School District
East Sound, Washington 98245
(206) 376-2286

Identifier: ESD 189

Curricular Area(s): Language Arts

Target Audience(s): Grade 8

Overview:

Eighth grade students write a "trip log" for arterial routes on Orcas Island, thereby developing writing and other skills involving spelling, grammar and composition. This project involves writing, designing, photographing, map making, editing and typing galleys. the product is a booklet approximately 40 folded pages long (printed on both sides) describing unique historical, geographical and commercial features located along the major routes of the island. The book will be printed, published and sold on Orcas Island.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1124 for 28 students.

TITLE IV-C MINI GRANTS

NAME: IMPROVING THE NEGLECTED "R"

Contact Person
Larry Guenther
Oroville Elementary School
Oroville School District
Oroville, Washington 98844
(509) 476-3332

Identifier: ESD 171

Curricular Area(s): Language Arts
Writing

Target Audience(s): Grades 1-12

Overview:

This project will provide exposure to a professional writer and involvement in directed activities in writing, to a greater number of students than would normally be possible in the public schools.

The contact with a professional writer would show students that they can become more effective writers by utilizing a few basic principles of writing.

Participation of students, parents and staff will enhance the development of writing skills and stress the value of writing in the total education.

Services Available/Costs

Information about project available from contact person.

Publications Available/Costs

Manual of suggested guidelines available to other school districts.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $1,495.00 for 52 students.

TITLE IV-C MINI GRANTS

NAME: LANGUAGE DEVELOPMENT THROUGH ENVIRONMENTAL STUDIES

Contact Person
Marilyn Hay
Longfellow Elementary School
Pasco School District
Eighth and W. Shoshone
Pasco, Washington 99301
(509) 547-2429

Identifier: ESD 123

Curricular Area(s): Language Arts
Science

Target Audience(s): Grades K-6

Overview:

Using a fascinating salt water aquarium, a desert terrarium and forest ecoarium as motivating learning tools and stimulators the school is improving the basic oral and written language skills of all students.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1200 for 386 students.

TITLE IV-C MINI GRANTS

NAME: LETTER PERFECT WRITING

Contact Person
Laura Super
Hillcrest Elementary School
Lake Stevens School District
Lake Stevens, Washington 98258
(206) 335-1560 SCAN: (8) 253-1560

Identifier: ESD 189

Curricular Area(s): Language Arts

Target Audience(s): Grades 4, 5 and 6

Overview:

The objectives of this program are to develop and disseminate a letter-writing model which will be used by 25 teachers to enable their students to write and mail 1,000 letter-perfect letters by June 1983. Five hundred participating students will demonstrate significantly increased language arts achievement test scores by June 1983. Another result will be increased reading, penmanship, and language arts skills in participating students.

Services Available/Costs

Information about the project available from the contact person.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $969 for 850 students.

NAME: "PROJECT P.E.P."
(PUBLISHING ELEMENTARY PAPERS)

Contract Person
Donald L. Livingstone
Connell Elementary
North Franklin School District
Connell, Washington 99326
(509) 234-4381

Identifier: ESD 123

Curricular Area: Language Arts

Target Audience(s): Grade 5

Overview:

Through "Project P.E.P." the students:
- improve oral communication skills through learning how to interview
- improve grammar skills
- improve writing skills
- see a purpose for skills they learn in language
- are aware of the careers related to publishing--writers, photographers, advertisers, printers, etc.
- see the relationship of skills learned in various curricular areas to a career in publishing
- (gifted and talented) have the opportunity to demonstrate exceptional skills if their aptitude and interests are in the communications area.

Services Available/Costs

Information about project available by calling contact person.

Copies of Handbook of Copyreading, News Writing Fundamentals, Grammar for Elementary Newspapers and other items will be made available to interested educators within ESD 123.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1177.86 for 45 students.

NAME: PUBLICATION CENTER

Contact Person: Mary Jean Mason
Butler Acres Elementary School
Kelso School District
1609 Burcham St.
Kelso, Washington 98626
(206) 577-2418

Identifier: ESD 112

Curricular Area(s): Language Arts
Writing

Target Audience(s): Grades 1-6

Overview:

Organize writing centers which will encourage students to write both factual articles and reports as well as fictional stories. The activities will include:

(1) proofreading,
(2) grammar,
(3) clarity of the written word and neatness. The books will be assembled individually or as a group of readings.

Students will also attend the Young Writers' Conference in Seattle to meet with other student writers from Washington State.

Services Available/Costs

Information about project available from the contact person.

Publications Available/Costs

Process Booklet
Sample of completed books
(available for viewing)

Funding Source(s)

Title IV-C Minigrant (1982-1983) $265 for 95 students.

TITLE IV-C MINI GRANTS

NAME: PURPOSEFUL EDITING AND PROOFREADING (PEP)

Contact Person

Mary Jo Jahns
Sunnyslope Community School
South Kitsap School District
4183 Sunnyslope Rd. S.W.
P.O. Box 739
Gorst, Washington 98337
(206) 876-7337

Identifier: ESD 114

Curricular Area(s): Language Arts
Career Education

Target Audience(s): Grades 1 to 6

Overview:

Through this project each student will complete one year of a possible 6 year program of developing language usage skills.

Each student will author and publish at least one book for student check-out; will participate in Friday afternoon language arts workshops and produce publications and/or products to share with the total student body; and will have the opportunity to explore the career opportunities in the writing field and develop possible goals toward their own ability to enter the career world.

Community volunteers will receive training on expectations for various age levels in language skills and will have the opportunity to aid in the student's writing and publishing processes.

Services Available/Costs

Information available from the contact person.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $970 for 326 students.

TITLE IV-C MINI GRANTS

NAME: REAL WRITING FOR REAL KIDS

Contact Person
Shirley C. Ericson
Sacajawea Elementary School
Richland School District
518 Catskill
Richland, Washington 99352
(509) 375-3062

Identifier: ESD 123

Curricular Area(s): Language Arts

Target Audience(s): Grades 1-6

Overview:

The culmination of "Real Writing for Real Kids" is the development and use of at least 9 coordinated listening and writing activity units, a file of examples of student writing for grades 4, 5 and 6 to use as a beginning for the development of a "standard" of writing for each grade level, additional expertise in planning for and teaching writing skills, and a published booklet of students' work.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1200 for 203 students.

TITLE IV-C MINI GRANTS

NAME: SAY/WRITE WHAT YOU MEAN

Contact Person
Robert E. Taeschner
Evergreen High School
Highline School District
830 S.W. 116th St.
Seattle, Washington 98148
(206) 433-2322

Identifier: ESD 121

Curricular Area(s): Language Arts

Target Audience(s): Grades 9, 10, 11 and 12

Overview:

The anticipated result of this proposal would be teaching of composition through the use of tape recorders to record the spoken ideas which will then be written by the students. It should aid the students in developing the skill of proofreading what has been written. It should also demonstrate to the students the need to express ideas in complete sentences which are grammatically correct, correctly spelled, punctuated, capitalized and concisely expressed. This process should also lead to students' understanding of the need for rewriting ideas which they have expressed orally which are not complete.

The students will be able to compare their initial written efforts from the course's beginning to those at the end of the program.

Services Available/Costs

Information about project available from contact person.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $1,410 for 210 students.

NAME: WE'RE ALL IMPORTANT--ME TOO!

Contact Person
Leslie Hall
Artz-Fox School
Mabton School District
Box 37
Mabton, Washington 98935
(509) 894-4941

Identifier: ESD 105

Curricular Area(s): Language Arts

Target Audience(s): K-6

Overview:

A book of student creative efforts exhibiting a cross sectional description of the Mabton community through the eyes of elementary students builds pride and feelings of self-worth within an educational framework. Included in the booklet are student poetry, short stories, essays and pictures.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1150 for 353 students.

TITLE IV-C MINI GRANTS

NAME: WEE PUBLISHERS

Contact Person
Audrey Blair
Evergreen School
15201 Meridian Avenue North
Seattle, Washington 98133
(206) 364-2650

Identifier: ESD 121

Curricular Area(s): Language Arts

Target Audience(s): Grades K-1

Overview:

Children, ages 5 and 6, will write or dictate materials for books. By the end of the school year the project will have produced approximately 50 child-authored and published books for the school library covering a variety of topics in all curriculum areas.

Another product will be a teacher's manual with:

(1) directions for making and binding books;
(2) ideas for book topics and suggestions on how to integrate other curriculum areas with the language arts;
(3) a list of book titles the class made throughout the year and a brief description of how they were generated;
(4) photos showing children in action, and some of the completed books;
(5) a bibliography of children's literature which would serve as an excellent springboard for student-made books.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $925 for 75 students.

TITLE IV-C MINI GRANTS

NAME: WRITING --- THE FOUR DIMENSIONS

Contact Person: Dorothy Stansberry/
Sharlene Bathum
Woodway High School
23200 - 100th Ave. W.
Edmonds, Washington 98020
(206) 771-4372

Identifier: ESD 189

Curricular Area(s): Language Arts
Writing

Target Audiences: Grades 9, 10 and 11

Overview:

A process to improve and expand students' writings through the use of journal writing. The student will find greater motivation to write and be taught how to interrelate reading with life experiences through the feedback inherent in the process of journal writing.

Students will understand the process of essay writing and produce organized expanded essays and other writings in several formats including explanatory, contrast, problem solving and research.

The teacher will have a notebook of materials to share with other teachers in developing journal writing and essay writing.

Services Available/Costs

Information about project available by calling contact persons.

Funding Source(s)

Title IV-C Minigrant (1982-1983) $685 for 70 students.

ITLE IV-C MINI GRANTS

NAME: WRITE-ON CENTER

Contact Person
Joan E. King
Interim III
Seattle School District
2840 S. Holly St.
Seattle, Washington 98108
(206) 587-3574

Identifier: ESD 121

Curricular Area(s): Language Arts
Survival Skills

Target Audience(s): Ages 14-20

Overview:

A Write-On Center was established where high interest writing materials with sound and visual orientation are located. Nine Write-On multi-level, multi-media, study packets have been developed and utilized. All 79 students complete a daily writing exercise and demonstrate ability to complete the following activities satisfactorily:

(1) Write a grammatically correct paragraph.
(2) Write a business letter and a personal letter.
(3) Write a resume.
(4) Write a news article.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1156.56 for 79 students.

TITLE IV-C MINI GRANTS

NAME: WRITE ON! (Workshop for Young Writers)

Contact Person
Betty Kemp
Hillcrest Elementary School
Lake Stevens School District
Lake Stevens, Washington 98258
(206) 335-1560

Identifier: ESD 189

Curricular Area: Language Arts

Target Audience(s): Grades 3 - 5

Overview:

After training and practice in creative writing, students produce books to be shared with others in the Young Writers' Workshop. These books become a part of the school library collection. Anticipated outcomes are a greater sense of worth of the student's creative writing, greater skill and ease in producing a creative effort, greater appreciation of the need for skill in using the English language in order to write well, and greater appreciation of the work that goes into making a book. The collection of student books serves as a model for future writers.

Services Available/Costs

Information about project available by calling contact person.

Funding Source(s)

Title IV-C Minigrant (1981-1982) $1045 for 150 students.

ORAL AND WRITTEN COMMUNICATION
A BIBLIOGRAPHY

"Basing Language Arts Instruction on What Children Know about Words," by David Hayes and Stephen P. Plaskon. Educational Horizons. v60 n2 p27-78 Win 1982.

Describing what children at the preoperational stage know about writing, spelling, and words, the authors make specific recommendations for ways language arts teachers can build instruction that is based on this knowledge.

Critical Listening Activities: A First Step in Language Arts, by Thomas P. Fitzerald. 1979. 9p. (ED 185587)

Four activities are suggested to develop student appreciation for the relationships between listening and the other language arts. The activities are designed to improve on present classroom instruction, which usually provides little time for formal oral language instruction. Each activity begins with some aspect of oral language training and proceeds to reading and writing instruction. The titles of the activities reflect their specific emphasis within oral language development: "Describe Me Well" (giving oral directions), "What Did Ya Hear?" (developing critical listening skills), "Sum of This and Sum of That" (summarization), and "Imagine Me Today" (expressive language in creative dramatics and the development of images). What should be evident in using these activities is the need for more direct instruction in oral language skills and the importance of these skills within the scope of language arts instruction. Hearing without listening must be replaced by listening which is active, questioning, critical, and evaluative.

Developing a Research-Based Language/Reading Program, by Richard F. Walker. May 1978. 64p. (ED160974)

The Mount Gravatt Language Development and Reading Program described in this paper is the result of a conviction that teachers of reading and writing should build on the impressive and highly functional oral language system which children bring to their formal education for literacy. The paper first presents the language research on which the program is based, and then offers an account of the teaching materials and strategies into which the research outcomes were translated in classroom trials. The paper also contains a report on piloting the program.

Education in the 80's: English, ed. by Baird R. Shuman. 1981. 167p. (ED199762)

The essays in this collection are designed to provide an overview of the most pressing issues and ideas with which English teachers contend today and will contend in the near future. The contributors, 22 English teachers and educators, have attempted to view change in a sufficiently broad perspective to enable them to make responsible predictions about the 1980s, taking into account the social and economic variables that will necessarily affect the United States during this time. Titles of the essays reflect concerns for the following topics: (1) writing and the English curriculum; (2) literature study in the 1980s; (3) language and the English curriculum; (4) holonomic knowing (a very generalized model of holistic learning); (5) oral English and the literacy imperative; (6) reading and the teaching of English; (7) the basics in the 1980s; (8) English in the elementary and middle schools; (9) the training of English teachers in the 1980s; (10) the media, media literacy, and the English curriculum; (11) computer-assisted English instruction; (12) English as a second language in the 1980s; (13) English and vocational education; (14) dealing with sexual stereotypes; (15) English for minority groups, for the gifted and talented, and for the handicapped; and (16) needed research in the teaching of English.

"First Graders Can Write: Focus on Communication," by Vera E. Milz. Theory into Practice. v19 n3 p179-85 Sum 1980.

Among the various methods used by a classroom teacher to encourage writing in her first grade class are letter writing, writing a book, writing notes to each other, and keeping journals. The desire to communicate is the primary motivating factor in the development of both oral and written language.

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center, by Joan T. Feeley. Apr 1982. 15p. (ED 214158)

When working with limited English proficient (LEP) children who have been mainstreamed into regular elementary school classrooms, teachers must keep in mind that the first order of business is to help the students build a store of knowledge about English--how it sounds, what it looks like in print, and what it means. Teachers will discover that it is not necessary to wait until students can understand and speak English before introducing them to reading and writing in that language. All of the language processes support and clarify each other, but they must be developed in meaningful, full-context situations. The first reading materials should be oral dialogues learned and language experience stories developed through real classroom experiences. Next, the teacher should add repetitive stories and chants, songs, and poems to the repertoire. Listening to tapes while

following along with a text and having many opportunities to write and compose will help LEP children to develop an understanding of the language for themselves. Classroom teachers and reading teachers who know language, know children, and know how to bring the two together in meaningful situations can go a long way in helping the LEP child move into the American mainstream.

"Help Them to Speak, Write, and Listen--They'll Be Better Readers," by Linda Jean Lehnert. Reading Horizons v21 n3 p174-78 Spr 1981.

Considers the role of oral language in reading and its implications for the primary grades teacher. Provides a number of activities that integrate reading, speaking, listening, and writing.

"How Do We Help Children with the Conventions of Writing?" by Rosemary Winkeljohann. Language Arts. v58 n7 p862-63 Oct 1981.

Offers a five-step support technique for transferring speaking to writing and offers observations on helping children with the conventions of writing.

Ideas for Teaching English in the Junior and Middle School, ed. by Candy Carter and Zora Rashkis. National Council of Teachers of English, 1980. 309pp.

Nearly two hundred activities for teaching English in five sections: Studying Language, Communicating Orally, Reading, and Reading Literature, Writing, and Listening and Viewing.

Increasing Instructional Effectiveness: Reducing Classroom Apprehension, by Satoshi Ishii and Donald Klopf. Nov 1980. 14p. (ED 194942)

Research shows that a very large percentage of Japanese university students are apprehensive about communicating orally, to the degree that their fear may be debilitating, weakening their effectiveness as oral interactants in social and classroom situations. This uneasiness with speech has been culturally ingrained for centuries. Children are trained to be silent, and much of Japanese society reinforces that training. Although speaking is the primary means of communication, many students' apprehension overrides their desire to learn to speak well in a second language, and they tend to avoid classroom speaking situations. The emphasis on reading and writing drills in second language instruction and the instructor's own apprehension only add to the students' poor language acquisition. Second language instruction should place greater emphasis on oral communication by arranging, in the classroom, social situations where students can practice spontaneous and effective speaking. These situations may progress from simple dyadic encounters to more complex group and public speaking encounters. Simple muscle relaxation exercises at the beginning of the class period may also help to put the apprehensive student more at ease with speaking.

"Learning How to Mean in Written Language," by Martha L. King. Theory into Practice. v19 n3 p163-69 Sum 1980.

Children learn language by using it in the habitual and repetitive actions of daily life. The question "How do children extend their spoken language competence to writing?" is explored through examples of stories dictated by seven-year-olds.

"Learning to Spell by Spelling," by Anne D. Forrester. Theory into Practice. v19 n3 p186-93 Sum 1980.

If the beginning spellers are allowed to experiment, their ability will begin to evolve and refine as did their patterns of spoken language. Stages of spelling development and their parallels in oral language development are described and tips on how to foster spelling development are given.

"Literacy and Orality in Our Times," by Walter J. Ong. ADE Bulletin. 58 1-7 Sep 1978.

Points out the importance of orality in past centuries and in some contemporary cultures (including that of the black urban ghetto); discusses the problems in moving from oral expression to writing; and notes contrasts between primary orality, writing and printing, and secondary orality--the orality induced by radio and television.

A Multi-Skill Approach to ESL in Bilingual Education, by Susan Grohs Iwamura. 22p Mar 1981. (ED206172)

Different views of the purposes of literacy are among the factors that influence success rates of students from different backgrounds. Research involving non-mainstream English proficient children is useful in understanding the adjustment of students with limited or no English proficiency. Although previous experience with literacy is an important variable in teaching literacy in English, literacy teaching does not necessarily depend on mastery of the spoken language in which the student is becoming literate. Because of the mismatch between teacher expectations and child behavior that may occur both when the teacher and child share a native language or when their native languages differ, educational programs must accommodate to the cultural influences children bring to the classroom. Writing needs to be approached as both a vehicle of personal expression and as a way for students to develop editing skills, thereby promoting a more general awareness of language and helping to lessen some of the discrepancies between teacher and student expectations. Both spoken and written language skills may be advanced by dividing students into small groups in which peer-tutoring is a continuous practice. Culturally appropriate small group activities and teaching techniques are presented in the appendix.

Nurturing the Roots of Literacy, by Rosanne J. Blass. 1980. 12p. (ED214142)

Reflecting the work of Yetta Goodman on child language development, this paper examines Goodman's five "roots of literacy" and offers suggestions on classroom techniques for nurturing these roots. The first half of the paper explains how Goodman identified the roots of literacy and describes each of them, including (1) print awareness in situational context, (2) print awareness in connected discourse, (3) functions and forms of print, (4) use of oral language to talk about written language, and (5) metacognitive and metalinguistic awareness about written language. The second half of the paper describes learning activities that teachers may use to nurture the child's developing roots of literacy and to facilitate the development of cognitive clarity, which seems to be a prerequisite for successful reading.

Oral Composing. Communication Skills. PCRP Assessment Survey III, by Stephen M. Koziol, Jr. 34p. 1982. (ED213031)

This packet is the third of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall comunication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet on oral composing is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) the tabulation guide outline for the teacher response form, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator survey, (9) administration response form, and (10) parent response form.

Oral Language Instruction in the United States: The State of the Arts, by Rosemary Winkeljohann. 13p. Aug 1978. (ED165127)

To ascertain what type of environment exists in elementary classrooms in the United States to stimulate oral language, questionnaires were mailed to 500 classroom teachers. Data from the 412 respondents indicated that 83% believed their college courses in language arts had not prepared them to encourage the development of children's language, and 25% believed that reading to children was good because it increased vocabulary. In addition, the results showed that teachers were not clear on the purpose of oral language, that they did not understand the relationship between oral and written language, that 75% of the schools surveyed did not have an oral language curriculum, and that generally little attention was paid to the oral language of children as long as they could answer the teacher's questions. Teachers could improve instruction in oral language by creating an environment in which children are encouraged to develop oral language,

combining Michael Halliday's theory that language use and purpose are the heart of language learning with Walter Loban's concept of growth stages in syntactic compexity, and by teaching children to use the oral language process of talking to others or to themselves as one step in the reading process.

"Oral Language: The Rooting System for Learning to Write," by Anne Haas Dyson. Language Arts v58 n7 p776-84 Oct 1981.

Explores the transition of several children from spoken language to beginning writing.

Practicality and Literacy, by Marcia Baghban. 18p May 1981. (ED206411)

Children can acquire written language skills and abilities through the natural process by which they acquire oral language. If as infants, toddlers, and preschoolers, children are exposed to rich print environments, they transfer assumptions from experiences with oral dialogue to the more focused situations of print. Discrepancies in the ease with which children learn to speak and learn to read largely result from the disruption of natural process by educational programs, as indicated by the fact that as many as 25% of entering first graders in the United States have learned to read without formal instruction. The emerging discipline of psycholinguistics emphasizes that language and reading are constructive processes. Children need to be told that they already know a great deal about how these processes work. Miscue analysis, schema theory, and the language experience approach involves procedures that build on the child's experiences and are based on developmental language learning processes. The axioms these approaches provide teachers are "Begin where the student is" and "Teach to the child's strengths." With a process orientation to writing, teachers can affect the ways children think and can maintain the meaningfulness and joy which motivated children's oral language development.

Present and Future Directions in English Education Research, ed. by National Council of Teachers of English. 85p Nov. 1981. (ED208423)

The 12 papers in this collection deal with trends in English education research. The papers discuss the following topics: (1) language awareness and schooling, (2) the language processes underlying literacy, (3) the role of oral language in early writing processes, (4) writing to learn in the humanities, (5) instructional effect on reading development, (6) the development of metaphor comprehension, (7) the relationship between reading and writing, (8) evaluating the writing course, (9) student characteristics and writing performance, (10) interrupting visual feedback in writing, (11) the development of preschoolers' discourse skills in a dyadic context, and (12) teachers' use of language as a way of learning.

Principles for Teaching Non-English Speaking Students in the Regular Classroom, by Raymond J. Rodrigues. 13p. Nov 1981. (ED209668)

Regular classroom teachers who, in addition to teaching their regular students, have to deal with students who do not speak English should follow certain principles in planning curricula and lessons for their non-English speaking students. These teachers should (1) distinguish formal classroom talk from informal talk; (2) allow opportunities for language learners to communicate with native speakers; (3) look for language patterns, words, and phrases that recur; (4) maintain a positive and encouraging attitude; (5) concentrate on the most important aspects of language first, rather than correcting every error that language learners make; (6) establish student-to-student relationships for the non-English speaking student; (7) provide oral tasks for the language learner first, then reading and writing tasks; and (8) prepare exercises based on the essential cultural elements the non-English speaking student must learn. These principles suggest an approach that makes as much use of peer tutors as possible so that the teacher is free to deal with the rest of the class. Also, working with peers involves the English language learner as much as possible in real communication situations.

Survival through Language: The Basics and Beyond; Proceedings of the Language Communications Conference (29th, University of Pittsburgh, 1976), ed. by Rita Bean. 54p. 1977. (ED145437)

This publication includes five papers that were presented at a language communications conference that emphasized integrating the language arts at elementary and secondary school levels. Walter Loban stresses the importance of classroom language activities that involve children in genuine purposes and that link language to thinking. Charles R. Cooper argues that, when teachers teach writing, they should spend most of their time conferring with individual students about their writing and that they should train students to talk to each other in helpful ways about their writing. Dorothy S. Strickland discusses the importance of oral language in children's schooling and stresses the need for a well-planned oral language curriculum. Alan C. Purves examines skills needed for producing and receiving language and proposes a set of goals for teaching students to achieve language mastery. Delores Minor points out the need for teachers to go beyond teaching the basics to include humanism in education.

"Teacher-Writers: The Common Ground," by Myra Zarnowski. Language Arts v57 n5 p503-07 May 1980.

Among the techniques used by successful teacher-writers such as Herbert Kohl, Phillip Lopate, and James Herndon in teaching writing are the use of extensive speaking activities, the accommodation of different writing habits, the admission that writing is difficult, and the use of varied media.

Teaching Language Arts in Early Childhood, by John Warren Stewig. 1982. 210p. (ED210691)

Intended for the language arts teacher, this book focuses on how to develop children's language skills. The opening chapter of the book presents a brief overview of child language acquisition, children's language abilities at a particular age, and how these abilities develop. The second chapter, on the importance of children's literature, is based on the premise that children's own language should be influenced by well-written adult language. Uses of literature are described and the functions of a planned program of literature experiences are enumerated. The sequence of activities presented in the third chapter makes it possible for the teacher to ensure that the students will be better listeners when they leave the classroom than when they arrived. Chapter four, on oral language, suggests ways teachers can organize the environment and plan lessons to develop oral fluency. The fifth chapter, on reading readiness, suggests that in every classroom children are preparing to read, and focuses on ways a teacher develops interest in coping with print. The language experience approach to reading, seen as fitting most naturally into this total program, is described at some length. The last chapter, focusing on writing, includes activities suitable through third grade and samples showing children's range of abilities when writing. The book concludes with suggestions for further study and reading.

Teaching Writing: Problems and Solutions, by Shirley Boes Neill. American Association of School Administrators, C1982. 96pp $11.95.

Provides an analysis of the problems of teaching writing and presents "how to" suggestions from experts and from school systems that have effectively dealt with the issue.

Toward a Meaningful Model of Written Language Development, by Sandra Stotsky. Mar 1982. 19p. (ED214174)

There appear to be two basic theories about the relationship of written language to oral language and the relationship of writing to reading. The first theory views written language as a derivative of oral language and as an alternate but parallel form of oral language. The pedagogical implications of this model suggest that the problems of comprehension and composition are essentially the same for the reader and writer as for the listener and speaker. The second theory views written language as qualitatively different from oral language, differing both in its origins and in its purposes. According to this theory, writing, while initially dependent upon oral language while children learn to decode and encode written language, becomes increasingly less dependent on oral language and more influenced by written language itself. The theory seems to suggest that students' writing may gradually become more like the language they read, with

continuous experience and instruction in reading and writing this language. The fact that poor writing is often poor precisely because it reflects the patterns, structures, and lexicon of poor oral language would suggest that composition instruction based on the first theory that views academic writing as a derivative of oral language is ill-advised.

Transition into Literacy: An Analysis of Language Behavior during Reading and Writing Instruction in a First Grade Classroom, by Johanna S. DeStefano, and others. May 1980 23 p. (ED186865)

Language development, including literacy learning (reading and writing) was studied in a first grade classroom in a culture-in-contact situation. The language behavior of three boys--one mainstream culture member, another from black inner-city culture, and a third from Appalachian culture--and the language of a teacher from mainstream culture were analyzed according to qualitative methods including discourse analysis and analyses of responses in reading groups, responses to procedures such as M. Clay's "Concepts About Print Survey," and the students' talk about reading and writing in interviews. Preliminary findings indicated that the children had learned many of the rules of classroom discourse, including those used in literacy teaching and learning, and were becoming literate. However, some cultural differences in language interaction and literacy learning were found. The findings suggest that educators need to develop an understanding of language interaction and learning patterns of oral cultures in the United States and that a variety of assessment techniques in reading are needed to measure learning in that area.

"Turn on to Reading through the Effective Use of the Other Communication Skills," by Rose Marie Brew. English Quarterly. 10, 3, 43-50. F 1977.

Lists objectives, activities, methods, and materials that use listening and speaking skills to develop reading/writing abilities.

The Use of the Black Folk Oral Tradition and Other Black Rhetorical and Verbal Strategies in the Teaching of Composition, by Edward Anderson. Mar 1977. 22p. (ED145425)

This paper presents background information on the development of the folk oral tradition of black American literature. It then examines seven types of black literature that are basically oral: black folk tales, black folk sermons, black ballads, black American spirituals, black nonreligious or secular songs, black American blues, and Afro-American jokes. Such verbal and rhetorical strategies of the black ghetto as rapping, running it down, jiving, shucking, copping a plea, sounding, and signifying are discussed, and it is noted that these verbal strategies are parts of the black oral tradition and

serve definite needs and functions in the black American community. The final part of the paper indicates ways in which teachers of English composition may employ the folk oral types of black American literature and the black verbal and rhetorical strategies as motivational and instructional tools in the classroom.

"Whatta Ya Tryin' to Write?: Writing as an Inacteractive Process." by Anne Hass Dyson and Celia Genishi. Language Arts. v59 n2 p126-32 Feb 1982.

Presents case studies of two first-grade children, examining their writing as a linguistic and social process that involves the child in an exploration of both oral and written language within the social context of the classroom.

Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and Linguistic-Cultural Differences, ed. by Marcia Farr Whiteman. 1981. 214. (ED214204)

Exploring writing in its many social and cultural variations, the seven articles in the first part of this book show different genres of writing serving various purposes in diverse contexts, while the six articles in the second part examine the effects of oral language differences on the learning and teaching of writing. Topics covered in the articles include: (1) the ethnography of literacy, (2) writing in different cultures in the United States throughout history, (3) the status of writing in American society, (4) the status and politics of writing instruction, (5) literacy among the Vai people of Liberia, (6) the transition from oral to written culture, (7) the voice of varied linguistic and cultural groups in fiction, (8) teaching teachers about teaching writing to students from varied social and cultural groups, (9) dialect influence in writing, (10) Hispanic students and writing, (11) the written English of deaf adolescents, (12) the practical aspects of teaching composition to bidialectal students, and (13) bias in composition tests and the need for a culturally appropriate assessment technique.

ANNOTATED BIBLIOGRAPHY

These materials are available to assist school districts in oral and written communication programs. They may be obtained at your Educational Service District.

Development of Functional Communication Competencies: Pre-K - Grade 6, ed. by Barbara Sundene Wood. Speech Communication Association, 1977.
Development of Functional Communication Competencies: Grades 7-12, ed. by Barbara Sundene Wood. Speech Communication Association, 1977.

Provides teachers with the best educational theory and/or research and presents descriptions of classroom activities which assist the teacher in putting this theory into practice.

Handbook for Planning an Effective Writing Program: Kindergarten Through Grade Twelve. California State Department of Education, 1982.

Provides school administrators and teachers with a standard for assessing their existing writing programs and a tool for helping them design new programs. Both the content and teaching strategies of a writing program K-12 are addressed.

How to Help Your Child Become a Better Writer. National Council of Teachers of English.

Suggestions for parents on becoming an active participant in their child's education as a writer. Divided into two sections: "Things to do at Home" and "Things to do for School Writing Programs."

National Standards for Oral and Written Communications. Superintendent of Public Instruction, 1982.

A reprint of the Standards for a Basic Skills Writing Program (NCTE) and Standards for an Effective Oral Communication Program (American Speech-Language-Hearing Association and Speech Communications Association). Helpful as a starting point in identifying strengths and weaknesses of existing programs and the environment of support throughout the school.

Developing Oral Communication Skills. Superintendent of Public Instruction, 1982.

Includes two papers and a bibliography on oral communication. "Developing Oral Communication Skills, K-12" by Jody Nyquist and Barbara Clinton, is supportive material to the Wood series (Development of Functional Communication Competencies) and assists the practitioner in implementing effective oral communications skills which can be expected of students. The introduction by Phil Backlund and John Johnson includes some thoughts on speech communication research.

Saying it with Sounds and Symbols: Oral and Written Communications Framework. Superintendent of Public Instruction, 1982.

Provides a starting point for program review. Includes State Board of Education Goals for Common Schools, Program Goals, Responsibilities for Learning, and a Preliminary Evaluation Procedure.

Studying: A Key To Success....Ways Parents Can Help, by Ann Erickson. International Reading Association.

Gives tips on ways parents can help their children in learning to study effectively.

Writing Programs in Washington State. Superintendent of Public Instruction, 1982.

Includes a research synthesis on effective writing programs, followed by abstracts of classroom writing programs, including mini-grant projects. Bibliography.

Writing in the Schools: Improvement Through Effective Leadership, by Allan A. Glatthorn. National Association of Secondary School Principals, 1981.

Written for the administrator, this book describes the writing process--how to improve writing, how to supervise its instruction and how to evaluate a writing program.

Your Home is Your Child's First School, by Norma Rogers. International Reading Association. (Adapted from How Can I Help My Child Get Ready to Read?)

Suggestions for parents in assisting their children in the development of reading skills.